

# 2001-2002 Graduate Student Exit Survey Report

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## EXECUTIVE SUMMARY

- The 2001-2002 Graduate Student Exit Survey was completed by Ball State University Master's, Doctoral, and Specialist level students applying to graduate in December 2001, May 2002, or July 2002. The survey was designed to determine the students' opinions about their experiences at the University and in their major departments. Of the 904 individuals who were sent the survey, 397 graduate students completed the survey for a response rate of about 44 percent.
- In both 2001-2002 and 2000-2001, the majority of respondents were between the ages of 21 and 30 and two-thirds were enrolled in graduate studies full-time.
- Six out of ten respondents reported they were employed while enrolled in graduate studies. More than seven out of ten respondents reported they received financial assistance while enrolled in graduate school.
- At least 95 percent of all respondents indicated that their general attitude toward Ball State was very positive or positive.
- The 2000-2001 respondents were significantly more likely than respondents in 2001-2002 to indicate they would recommend Ball State.
- More than eight out of ten respondents rated their academic experiences and the quality of their graduate education as excellent or good.
- At least 53 percent of respondents in both years reported that very important reasons for choosing Ball State included the availability of a specific program and an outstanding program in their field.
- More than 90 percent of respondents indicated they had used the registration procedures, the Bursar's Office, the University web site and the library services. Of those, at least 73 percent were satisfied with the services.
- In 2001-2002, at least 83 percent of respondents who had used the Office of Graduate Admissions or the Graduation Office were satisfied.
- Respondents in 2001-2002 were more likely than respondents in 2000-2001 to indicate they had used the Graduate School web site.
- In both years, at least 43 percent of respondents reported that the opportunities for interactions with classmates and faculty were excellent.
- More than 85 percent of respondents in 2001-2002 and 2000-2001 indicated that the professional expertise of faculty was excellent or good.
- At least 94 percent of respondents in both years agreed that as a result of their graduate program they had extended their knowledge about their discipline, they were committed to the professional and ethical standards of their discipline, they could communicate effectively in ways appropriate for their discipline, and

they could analyze, synthesize, and apply knowledge in their discipline.

- Full-time respondents with assistantships, full-time respondents without assistantships, and part-time respondents were significantly different in a number of demographic characteristics including age, citizenship, residence, employment, and year when they started taking classes.
- Full-time respondents were less likely than part-time respondents to report that they took classes at off-campus locations, via TV, or via the internet.
- Full-time respondents were more likely than part-time respondents to indicate they had used Ball State services including the Career Center, Counseling and Psychological Services, library services, the Office of Academic Research, recreational facilities, and computing services.
- Part-time respondents were more likely than full-time respondents to rate the quality of studio facilities and library holdings as excellent or good.

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## INTRODUCTION

The 2001-2002 Graduate Student Exit Survey was completed by Ball State University Master's, Doctoral, and Specialist level students applying to graduate in December 2001, May 2002, or July 2002. The Graduate Student Exit Survey was developed by the Office of Academic Assessment and Institutional Research and the Graduate School. The survey is designed to measure the students' opinions about their experiences at the University and in their major departments.

This report is a summary of responses from 2001-2002 and 2000-2001 graduate students who participated in the survey. Of the 904 students who received surveys in 2001-2002, 397 graduate students completed the survey to give a response rate of 44 percent.\*

This report is presented in seven sections: Personal Characteristics of Respondents, Overall Opinions about Ball State, Reasons for Choosing Ball State, Evaluation and Use of Ball State Services, Department Ratings, Graduate Program Outcomes, and Comparison of Enrollment Groups for 2001-2002.

\* In 2000-2001, of approximately 936 graduate students who received surveys, 365 graduate students completed the survey for a response rate of about 39 percent.



## PERSONAL CHARACTERISTICS OF RESPONDENTS

*Summary* This section includes the personal and demographic characteristics of the 2001-2002 and 2000-2001 survey respondents. All personal and demographic information was obtained directly from responses to survey questions.

At least 64 percent of respondents in both years reported that they were attending Ball State full-time. Approximately 90 percent in 2001-2002 and 93 percent in 2000-2001 were completing a Master's degree. More than half of the respondents in both years were living in Muncie while working on their degree. In both years, at least 63 percent were employed and 73 percent had received funding. In addition, at least 85 percent respondents in both years took the majority of their classes on campus. At least 54 percent of respondents in both years reported their plans for the next year included starting a new job.

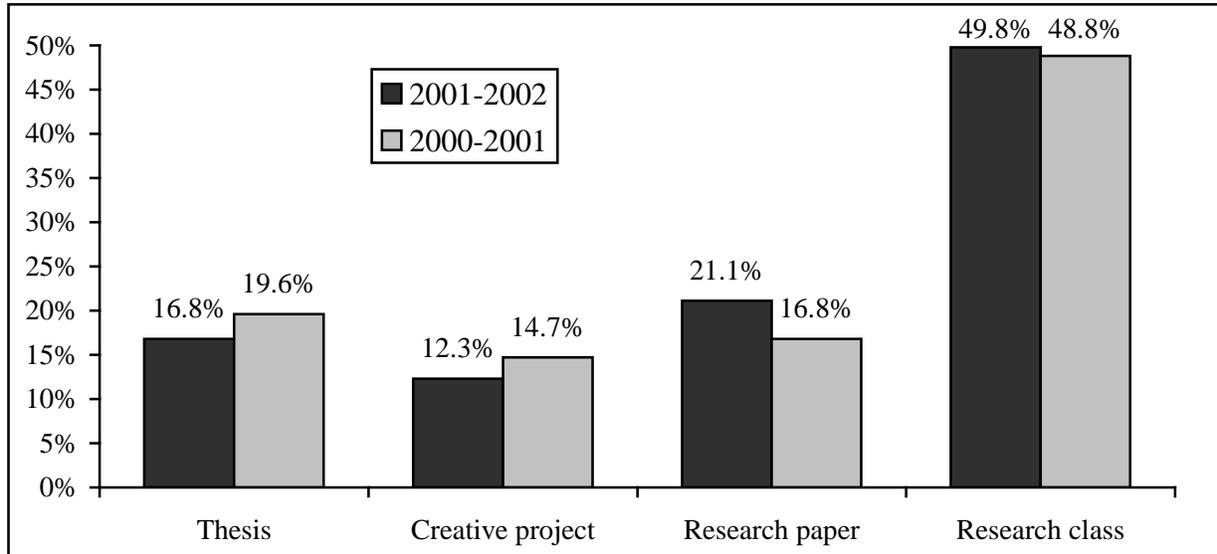
- 
- The majority of respondents in both years indicated that they were between 21 and 30 years of age. (Table 1)
  - In both years, 62 percent of respondents were female and 38 percent were male. (Table 1)
  - In 2001-2002, 91 percent of respondents reported being US citizens and nine percent reported that they were not. In 2000-2001, 87 percent reported being US citizens, while about 13 percent reported they were not US citizens. (Table 1)

- In both academic years, approximately 37 percent of respondents reported they had received a previous degree from Ball State. (Table 1)
- At least 64 percent of respondents in both years reported they were enrolled full-time while attending Ball State. (Table 1)
- In 2001-2002, 90 percent reported they were obtaining a Master's degree, eight percent were completing a Doctorate and two percent were completing a Specialist's degree. In 2000-2001, 93 percent of the respondents reported that they were completing a Master's degree, seven percent were completing a Doctorate, and one percent were completing a Specialist degree. (Table 1)
- Of Master's degree respondents, almost 50 percent in both years reported that they were satisfying their research requirement with a research class. At least 16 percent of respondents in both years indicated that they were satisfying their research requirement with a thesis. (Figure 1)
- In both years, more than 50 percent of respondents indicated they lived in Muncie. Of those in Muncie, at least 36 percent reported living in University housing. (Table 2)

**TABLE 1**  
**Demographics**

	2001-2002	2000-2001
	<i>Percentages</i>	
<b>Age</b>		
21-25	35.2	31.9
26-30	26.6	32.1
31-35	10.9	13.6
36-40	9.1	8.0
41-45	7.3	7.5
46-50	5.5	4.2
More than 50	5.5	2.8
<b>Gender</b>		
Female	62.2	62.4
Male	37.8	37.6
<b>Citizenship</b>		
U.S. Citizen	91.3	86.6
Not U.S. Citizen	8.7	13.4
<b>Received a previous degree from Ball State</b>		
Yes	37.4	37.5
No	62.6	62.5
<b>Attendance</b>		
Full-time	66.1	64.7
Part-time	33.9	35.3
<b>Degree</b>		
Master's	90.1	92.7
Doctorate	8.3	6.7
Specialist	1.6	0.6

**FIGURE 1**  
**Method Used to Complete Master's Degree Research Requirement**



**TABLE 2**  
**Residence While Completing Graduate School**

	2001-2002	2000-2001
	<i>Percentages</i>	
<b>Residence</b>		
Muncie	54.1	57.6
Outside Muncie	45.9	42.4
<b>Muncie Residents</b>		
University Housing	36.2	37.9
Non-University Housing	63.8	62.1

- In both years, at least 63 percent of respondents reported being employed while enrolled in graduate school. (Table 3)
- At least fifty-seven percent of employed respondents in both years reported working full-time off campus.
- In 2001-2002, a significantly higher percentage of employed respondents indicated that they worked part-time off campus while working on their degree (36% in 2001-2002 compared to 27% in 2000-2001). (Table 3)

- Of employed respondents, four percent in 2001-2002 and three percent in 2000-2001 reported working full-time on campus. At least eight percent in both years reported working part-time on campus. (Table 3)
- At least seven out of ten respondents in both years indicated that they received funding while enrolled in graduate studies at Ball State. (Table 4)
- In both years, less than one-fourth of respondents who received funding indicated they had received a teaching assistantship. Of respondents who received funding, approximately 14 percent in 2001-2002 and 15 percent in 2000-2001 reported they had received a research assistantship. At least one-third in both years reported they had received other assistantships. (Table 4)
- Less than 10 percent of respondents in either year reported that they received a scholarship or a fellowship from Ball State. (Table 4)
- In 2000-2001, approximately seven percent of respondents who received funding indicated they received a grant from Ball State. In 2001-2002, however, approximately three percent of respondents who received funding indicated they had received a grant. This was a statistically significant difference. (Table 4)
- GSL/SLS loans were received by 27 percent of 2001-2002 respondents with funding and by 25 percent of 2000-2001 respondents with funding. (Table 4)
- Of the respondents who received funding, nearly 20 percent in 2001-2002 and 17 percent in 2000-2001 indicated that they received funding from an employer. (Table 4)
- At least 90 percent of respondents in both years indicated that they had taken a class on campus in Muncie. Eighteen percent in 2001-2002 and 13 percent in 2000-2001 indicated they had taken a class via TV at an off-campus site. Twelve percent in both years reported they had taken a class with an instructor at an off campus site. (Table 5)
- Respondents in 2001-2002 were significantly more likely than respondents in 2000-2001 to indicate that they had taken a class via the internet (18% in 2001-2002 compared to 10% in 2000-2001). (Table 5)
- Eighty-six percent of respondents in 2001-2002 indicated they had taken the majority of their classes on campus and 89 percent of respondents in 2000-2001 indicated that they had taken the majority of their classes on campus in Muncie. (Table 5)

**TABLE 3**  
**Employment**

	2001-2002	2000-2001
	<i>Percentages</i>	
<b>Employed While Enrolled in Graduate School</b>		
Yes	66.1	63.2
No	33.9	36.8
<b>Type of Employment *</b>		
Full-time Off Campus	57.1	63.8
Part-time Off Campus**	35.6	26.7
Full-time On Campus	3.8	3.0
Part-time On Campus	8.0	11.6

\* Respondents were asked to mark all that apply.

\*\* Statistically significant differences exist between 2001-2002 and 2000-2001 percentages on this item ( $p \leq .05$ ).

**TABLE 4**  
**Financial Assistance**

	2001-2002	2000-2001
	<i>Percentages</i>	
<b>Received funding</b>		
Yes	75.4	73.6
No	24.6	26.4
<b>Type of funding *</b>		
Teaching Assistantship	16.8	21.5
Research Assistantship	13.8	15.2
Other Assistantship**	44.6	33.0
Scholarship from Ball State	5.0	5.6
Fellowship from Ball State	3.7	2.6
Grant from Ball State**	3.4	7.0
GSL/SLS loan	27.2	25.2
Funding from employer	19.5	16.7
Other	13.8	14.4

\* Respondents were asked to mark all that apply.

\*\* Statistically significant differences exist between 2001-2002 and 2000-2001 percentages on this item ( $p \leq .05$ ).

**TABLE 5**  
**Location of Classes**

	2001-2002	2000-2001
	<i>Percentages</i>	
<b>Where did you take your classes? *</b>		
On campus in Muncie	90.7	92.3
Via TV at an off-campus site	18.4	13.4
Via the internet **	18.4	10.4
With an instructor at an off-campus site	12.1	12.3
<b>Where did you take the majority of your classes?</b>		
On campus in Muncie	85.6	89.4
Via TV at an off-campus site	6.8	5.0
Via the internet	4.5	2.8
With an instructor at an off-campus site	3.1	2.8

\* Respondents were asked to mark all that apply.

\*\* Statistically significant differences exist between 2001-2002 and 2000-2001 percentages on this item ( $p \leq .05$ ).

- Nearly 50 percent of respondents in both years reported that their previous education and training was excellent preparation for graduate school and at least 43 percent in both years reported it was good preparation. (Table 6)
- Approximately one out of ten respondents in both years indicated that they started taking courses at Ball State during the same year that they completed the survey. One-third of the respondents began taking classes the previous year. (Table 7)

**TABLE 6**  
**Preparation for Graduate Study**

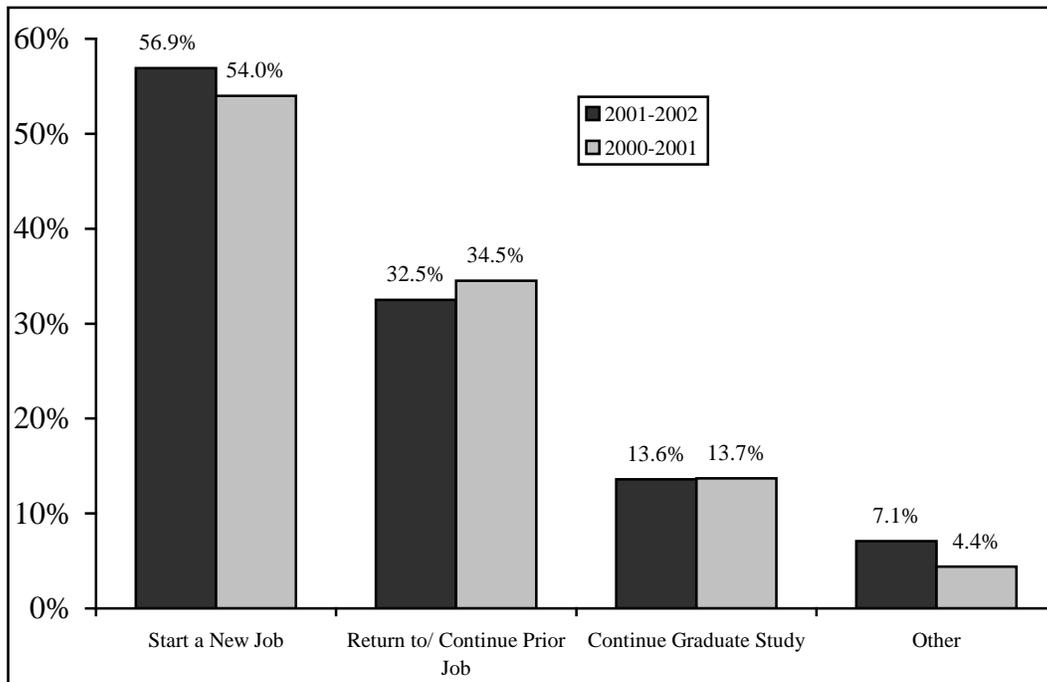
	2001-2002	2000-2001
	<i>Percentages</i>	
<b>How would you characterize your previous education and training as preparation for graduate study at Ball State?</b>		
Excellent	47.3	46.7
Good	43.4	45.3
Fair	8.5	6.8
Poor	0.8	1.1

**TABLE 7**  
**Year When Started Taking Classes**

	2001-2002	2000-2001
	<i>Percentages</i>	
<b>When did you first start taking courses at Ball State?</b>		
Before last year	53.8	53.6
Last year	34.9	36.7
This academic year	11.3	9.7

- When respondents were asked to indicate their plans for the following year, the majority of respondents in 2001-2002 and 2000-2001 reported they planned to start a new job. (Figure 2)
- One-third of respondents in both years reported they would return to or continue their prior job. (Figure 2)
  - About 14 percent of respondents in both years reported they planned to continue graduate studies. (Figure 2)

**FIGURE 2**  
**Plans for the Following Year \***



\* Respondents were asked to mark all that apply.



## OVERALL OPINIONS ABOUT BALL STATE

*Summary* Respondents were asked about their general attitudes toward Ball State, including whether or not they would recommend Ball State. In both years, more than nine out of ten respondents rated their attitude toward Ball State as very positive or positive. Respondents in 2000-2001 were significantly more likely than respondents in 2001-2002 to report they would recommend Ball State to someone who wanted to major in their field.

More than four out of five rated their academic experiences, personal enrichment, and quality of graduate education as either excellent or good. When asked about their assistantship, at least 84 percent of those with assistantships in both years rated the experience as excellent or good.

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- At least 95 percent of respondents in 2001-2002 and 2000-2001 reported that their general attitude toward Ball State was very positive or positive. (Table 8)
  - In 2000-2001, 88 percent of respondents stated they would recommend Ball State to someone who is considering their major. This is in significant contrast to respondents in 2001-2002, where 84 percent stated that they would recommend Ball State to a student considering their program. (Table 8)
  - Nine out of ten respondents in both years reported that their overall academic experiences were either excellent or good. (Table 9)
  - More than 80 percent of respondents in 2001-2002 and 2000-2001 rated their personal enrichment as excellent or good. (Table 9)
  - Approximately 88 percent of respondents in both years rated the quality of their graduate education as excellent or good. (Table 9)
  - Of the respondents with assistantships, 48 percent in 2001-2002 and 47 percent in 2000-2001 reported that their assistantship experience was excellent. Forty-one percent in 2001-2002 and 37 percent in 2000-2001 reported it was good. (Table 10)
  - In 2001-2002, 56 percent of respondents with assistantships rated their stipend as excellent or good. In 2000-2001, 50 percent rated it as excellent or good. (Table 10)
  - In both years, more than seven out of ten respondents with assistantships indicated that the supervision and guidance for assistantship activities was excellent or good. (Table 10)

**TABLE 8**  
**Overall Opinions**

	2001-2002	2000-2001
	<i>Percentages</i>	
<b>What is your general attitude toward Ball State?</b>		
Very positive	31.2	30.9
Positive	64.7	66.0
Negative	3.9	2.8
Very negative	0.3	0.3
<b>Would you recommend Ball State to someone who wanted to major in your field? *</b>		
Yes	84.2	88.4
No	6.2	6.9
Don't know	9.6	4.7

\* Statistically significant differences exist between 2001-2002 and 2000-2001 percentages on this item ( $p \leq .05$ ).

**TABLE 9**  
**Overall Ratings**

		Excellent	Good	Fair	Poor
	<i>N</i>	<i>Percentages</i>			
<b>Your academic experiences</b>					
2001-2002	386	35.2	55.7	8.8	0.3
2000-2001	356	32.9	59.6	7.3	0.3
<b>Your personal enrichment</b>					
2001-2002	388	34.8	48.5	15.5	1.0
2000-2001	359	32.3	53.2	12.8	1.7
<b>Quality of your graduate education</b>					
2001-2002	384	33.9	53.6	11.5	1.0
2000-2001	359	31.5	56.8	10.9	0.8

**TABLE 10**  
**Assistantship Experience**

	<i>N</i>	Excellent	Good	Fair	Poor
		<i>Percentages</i>			
Assistantship experience					
2001-2002	201	47.8	40.8	8.5	3.0
2000-2001	164	47.0	36.6	10.4	6.1
Assistantship stipend					
2001-2002	197	14.7	41.1	31.0	13.2
2000-2001	160	8.1	41.9	31.9	18.1
Supervision and guidance for assistantship activities					
2001-2002	199	35.2	39.2	17.1	8.5
2000-2001	162	36.4	35.8	21.0	6.8



## REASONS FOR CHOOSING BALL STATE

*Summary* Respondents were asked about the number of universities to which they had applied. Respondents were also asked to rate the importance of a list of reasons for enrolling in graduate studies at Ball State and to indicate their most important reason.

More than six out of ten respondents in 2001-2002 and in 2000-2001 indicated they had not applied to any other universities.

Three-fourths of respondents in both years reported that a very important reason for choosing Ball State was the availability of a specific program. At least 40 percent of respondents in both years indicated that very important reasons for choosing Ball State included an outstanding program, the reputation of the department, the location, or an assistantship.

Respondents in 2001-2002 were significantly less likely than respondents in 2000-2001 to report that relatively low cost or attendance as an undergraduate were very important reasons for enrolling at Ball State.

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- At least 62 percent of respondents in both years reported that they had not applied to other universities besides Ball State. (Table 11)
  - Approximately one-fourth of respondents in 2001-2002 and in 2000-2001 indicated they had applied to between one and three schools other than Ball State. (Table 11)
  - Three-fourths of respondents in both years indicated that a very important reason for enrolling at Ball State was the availability of a specific program. (Table 12)
  - At least 40 percent of respondents in both years indicated that an outstanding program in their field, the reputation of the department, the location, or the receipt of an assistantship was a very important reason for choosing Ball State. (Table 12)
  - More than 35 percent of respondents in both years indicated that a very important reason for enrolling at Ball State the reputation of faculty in the department. (Table 12)
  - In 2001-2002, 31 percent of respondents reported that relatively low cost was very important for enrolling at Ball State and 45 percent reported that it was somewhat important. In 2000-2001, 40 percent indicated that a relatively low cost was very important and 37 percent indicated that it was somewhat important. This difference was statistically significant. (Table 12)
  - At least one-fourth of respondents in both years indicated that personal attention to students and the reputation of Ball State were very important reasons for deciding to engage in graduate studies at Ball State. (Table 12)

- Attending Ball State as an undergraduate was a very important factor in deciding to enroll in graduate studies according to 21 percent of respondents in 2001-2002. In significant contrast, this reason was a very important reason according to 27 percent of respondents in 2000-2001. (Table 12)
- When asked about the most important reason for pursuing graduate studies at Ball State, at least 12 percent of respondents in both years reported the availability of a specific program, an outstanding program in the field, the receipt of an assistantship, or the location as being most important. (Table 13)

**TABLE 11**  
**To How Many Universities Did You Apply Besides Ball State?**

	2001-2002	2000-2001
	<i>Percentages</i>	
0	62.4	64.2
1-3 other schools	24.5	26.8
4 or more other schools	13.1	9.0

**TABLE 12**  
**Reasons for Choosing To Enroll in Graduate Studies at Ball State**

I chose to enroll in graduate studies at Ball State because...	<i>N</i>	Very Important	Somewhat Important	Not Important
		<i>Percentages</i>		
of the availability of a specific program.				
2001-2002	380	78.2	16.8	5.0
2000-2001	348	76.7	16.7	6.6
Ball State has an outstanding program in my field.				
2001-2002	377	53.8	35.5	10.6
2000-2001	344	54.7	33.7	11.6
of the reputation of my department.				
2001-2002	374	47.9	37.2	15.0
2000-2001	340	45.3	37.4	17.4
of location.				
2001-2002	378	46.6	28.0	25.4
2000-2001	352	47.4	25.6	27.0

\* Statistically significant differences exist between 2001-2002 and 2000-2001 percentages on this item ( $p \leq .05$ ).

**TABLE 12 (cont'd)**  
**Reasons for Choosing To Enroll in Graduate Studies at Ball State**

I chose to enroll in graduate studies at Ball State because...		Very Important	Somewhat Important	Not Important
	<i>N</i>	<i>Percentages</i>		
I received an assistantship.				
2001-2002	361	41.6	10.2	48.2
2000-2001	328	40.2	10.7	49.1
of the reputation of faculty in my department.				
2001-2002	370	36.2	39.7	24.1
2000-2001	339	36.3	43.1	20.6
of its relatively low cost.*				
2001-2002	373	31.4	45.3	23.3
2000-2001	344	39.5	36.6	23.8
Ball State gives personal attention to students.				
2001-2002	369	31.2	41.2	27.6
2000-2001	339	34.2	42.2	23.6
of the reputation of Ball State.				
2001-2002	380	26.8	52.1	21.1
2000-2001	351	27.4	50.7	21.9
of the availability of distance education.				
2001-2002	370	23.2	12.2	64.6
2000-2001	335	20.9	12.2	66.9
it was recommended to me.				
2001-2002	364	22.3	29.4	48.4
2000-2001	336	25.0	29.2	45.8
of technology resources.				
2001-2002	370	22.4	33.8	43.8
2000-2001	335	23.0	33.4	43.6
I attended Ball State as an undergraduate student. *				
2001-2002	337	20.5	17.2	62.3
2000-2001	312	26.6	10.6	62.8

\* Statistically significant differences exist between 2001-2002 and 2000-2001 percentages on this item (p≤ .05).

**TABLE 12 (cont'd)**  
**Reasons for Choosing To Enroll in Graduate Studies at Ball State**

<b>I chose to enroll in graduate studies at Ball State because...</b>		<b>Very Important</b>	<b>Somewhat Important</b>	<b>Not Important</b>
	<i>N</i>	<i>Percentages</i>		
I was personally recruited by my department.				
2001-2002	348	12.6	17.8	69.5
2000-2001	324	12.0	18.5	69.4
a friend or spouse was also attending.				
2001-2002	359	10.6	12.0	77.4
2000-2001	330	13.0	13.6	73.3
other. *				
2001-2002	56	23.2	10.7	66.1
2000-2001	35	54.3	8.6	37.1

\* Statistically significant differences exist between 2001-2002 and 2000-2001 percentages on this item (p ≤ .05).

**TABLE 13**  
**Most Important Reason for Choosing Ball State**

	2001-2002	2000-2001
	<i>Percentages</i>	
<b>I chose to enroll in graduate studies at Ball State because...</b>		
of the availability of a specific program.	21.9	18.1
Ball State has an outstanding program in my field.	18.2	12.7
I received an assistantship.	17.7	13.9
of location.	12.8	16.6
of the availability of distance education.	10.3	4.5
I attended Ball State as an undergraduate student.	4.0	6.9
of the reputation of my department.	3.7	4.8
of the reputation of faculty in my department.	2.8	2.4
it was recommended to me.	1.7	3.9
of the reputation of Ball State.	1.7	3.6
a friend or spouse was also attending.	1.1	2.4
Ball State gives personal attention to students.	1.1	1.2
of its relatively low cost.	0.9	2.1
I was personally recruited by my department.	0.6	2.4
of technology resources.	0.0	0.3
other.	1.4	3.9

## EVALUATION AND USE OF BALL STATE SERVICES

*Summary* Respondents were asked whether they had used Ball State services and whether they were satisfied with the services. Table 14 includes the exact responses given. Table 15 outlines the percent of respondents who used the service, and of those, the percent who were satisfied.

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- As shown in Table 14, more than 60 percent of respondents in both years reported they had not used the Career Center, Counseling and Psychological Services, or the Office of Academic Research.
- More than 95 percent of respondents in both years indicated they had used the Registration Procedure or the Bursar's Office. Of those, at least 78 percent in both years were satisfied with the Registration Procedure and at least 73 percent in both years were satisfied with the Bursar's Office. (Table 15)
- The University web site and library services were both used by more than 90 percent of respondents in both years. Of respondents who had used the University web site, at least 85 percent of respondents in both years reported being satisfied, while at least 83 percent reported being satisfied in both years with library services. (Table 15)
- At least eight out of ten respondents in both years reported using the Ball State Bookstore. Of those, at least seven out of ten were satisfied. (Table 15)
- In both years, almost 75 percent of respondents reported they had used University Computing Services and of those, three-fourths were satisfied. (Table 15)
- Approximately 51 percent of respondents in 2001-2002 and 53 percent of respondents in 2000-2001 indicated that they had used recreational facilities. At least 82 percent of those were satisfied with the facilities. (Table 15)
- More than one-third of respondents in both years reported they had used the Career Center. Of those, at least 61 percent were satisfied. (Table 15)
- Approximately one in five respondents in both years indicated they had used the Office of Academic Research. Of those, respondents in 2001-2002 were significantly less likely than respondents were in 2000-2001 to indicate they were satisfied with this service (59% in 2001-2002, compared to 79% in 2000-2001). (Table 15)
- Less than 20 percent of respondents in both years indicated they had used Counseling and Psychological Services and of those, at least 62 percent were satisfied. (Table 15)
- About nine out of ten respondents in both years reported that they had used the Office of Graduate Admissions or the Graduation Office. Of those, at least 83 percent indicated they were satisfied with the services. (Table 15)

- Respondents in 2001-2002 were significantly more likely than respondents in 2000-2001 to use the Graduate School web site (75% in 2001-2002 compared to 68% in 2000-2001).

Of those who had used the web site, more than eight out of ten respondents in both years were satisfied with it. (Table 15)

**TABLE 14**  
**Ball State Services**

	<i>N</i>	I did not use this service.	I used this service and I was...		
			Satisfied	Undecided	Dissatisfied
<b>University Services</b>			<i>Percentages</i>		
Ball State Bookstore					
2001-2002	389	15.9	66.6	11.1	6.4
2000-2001	363	13.2	63.4	14.0	9.4
Bursar's Office					
2001-2002	394	3.8	72.8	11.4	12.0
2000-2001	361	4.4	70.1	12.5	13.0
Career Center					
2001-2002	392	64.0	21.9	9.4	4.6
2000-2001	360	62.2	24.4	7.2	6.1
Counseling and Psychological Services					
2001-2002	392	82.1	11.2	4.3	2.3
2000-2001	362	85.1	11.0	3.0	0.8
Library Services					
2001-2002	393	8.9	76.3	7.9	6.9
2000-2001	360	8.1	81.7	4.4	5.8
Office of Academic Research (Grant Support)					
2001-2002	392	77.6	13.3	7.7	1.5
2000-2001	359	78.8	16.7	3.6	0.8
Recreational Facilities					
2001-2002	393	48.6	44.5	3.3	3.6
2000-2001	363	47.4	43.5	6.3	2.8

\* Statistically significant differences exist between 2001-2002 and 2000-2001 percentages on this item ( $p \leq .05$ ).

**TABLE 14 (cont'd)**  
**Ball State Services**

	<i>N</i>	I did not use this service.	I used this service and I was...		
			Satisfied	Undecided	Dissatisfied
			<i>Percentages</i>		
<b>University Services (cont'd)</b>					
Registration Procedure					
2001-2002	393	2.0	80.2	10.7	7.1
2000-2001	361	4.4	74.5	13.3	7.8
University Computing Services					
2001-2002	392	26.3	57.1	12.2	4.3
2000-2001	361	26.6	58.2	10.8	4.4
University Web Site					
2001-2002	393	4.8	83.7	7.4	4.1
2000-2001	359	8.4	78.3	8.1	5.3
<b>Graduate School Services</b>					
The Graduation Office					
2001-2002	390	11.5	73.6	12.6	2.3
2000-2001	358	8.1	79.3	11.2	1.4
The Graduate School Web Site					
2001-2002	391	24.8	61.4	11.0	2.8
2000-2001	360	32.2	54.7	10.6	2.5
The Office of Graduate Admissions*					
2001-2002	390	9.2	77.4	10.3	3.1
2000-2001	359	6.7	83.3	9.5	0.6

\* Statistically significant differences exist between 2001-2002 and 2000-2001 percentages on this item ( $p \leq .05$ ).

**TABLE 15**  
**Use and Satisfaction with Ball State Services**

	<b>Used the Service</b> <i>Percentages</i>	<b>Was Satisfied *</b> <i>Percentages</i>
<b>University Services</b>		
Registration Procedure		
2001-2002	98.0	81.8
2000-2001	95.6	78.0
Bursar's Office		
2001-2002	96.2	75.9
2000-2001	95.6	73.3
University Web Site		
2001-2002	95.2	88.0
2000-2001	91.6	85.4
Library Services		
2001-2002	91.1	83.8
2000-2001	91.9	88.8
Ball State Bookstore		
2001-2002	84.1	79.2
2000-2001	86.8	73.0
University Computing Services		
2001-2002	73.7	77.5
2000-2001	73.4	79.2
Recreational Facilities		
2001-2002	51.3	87.1
2000-2001	52.6	82.7
Career Center		
2001-2002	36.0	61.0
2000-2001	37.8	64.7
Office of Academic Research (Grant Support)		
2001-2002	22.4	59.1
2000-2001	21.2	78.9

\* Of those who used the service, percentages of respondents who were satisfied with the service.

\*\* Statistically significant differences exist between 2001-2002 and 2000-2001 percentages on this item ( $p \leq .05$ ).

**TABLE 15 (cont'd)**  
**Use and Satisfaction with Ball State Services**

	<b>Used the Service</b> <i>Percentages</i>	<b>Was Satisfied *</b> <i>Percentages</i>
<b>University Services (cont'd)</b>		
Counseling and Psychological Services		
2001-2002	17.9	62.9
2000-2001	14.9	74.1
<b>Graduate School Services</b>		
The Office of Graduate Admissions		
2001-2002	90.8	85.3
2000-2001	93.3	89.3
The Graduation Office		
2001-2002	88.5	83.2
2000-2001	91.9	86.3
The Graduate School Web Site		
	**	
2001-2002	75.2	81.6
2000-2001	67.8	80.7

\* Of those who used the service, percentages of respondents who were satisfied with the service.

\*\* Statistically significant differences exist between 2001-2002 and 2000-2001 percentages on this item (p ≤ .05).



## DEPARTMENT RATINGS

*Summary* Respondents were asked to rate a number of experiences and opportunities in their respective departments. Overall, the majority of respondents in 2001-2002 and 2000-2001 rated their department experiences and opportunities as excellent or good.

At least 43 percent of respondents in both years indicated that opportunities for interactions with classmates and opportunities for interactions with faculty were excellent. Four out of ten respondents in both years indicated that the professional expertise of faculty was excellent.

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- At least 86 percent of respondents in both years indicated that opportunities for interactions with classmates were excellent or good. (Table 16)
  - About 85 percent of respondents in 2001-2002 and 2000-2001 indicated that opportunities for interactions with faculty were excellent or good. (Table 16)
  - The professional expertise of faculty was rated as excellent or good by at least 87 percent of respondents in both years. (Table 16)
  - At least 65 percent of respondents in both 2001-2002 and 2000-2001 rated interactions with their faculty advisor as good or excellent. (Table 16)
  - Approximately eight out of ten respondents in both years reported that the availability of courses needed for graduation was excellent or good. (Table 16)
  - In both years, seven out of ten respondents indicated that opportunities for experiential learning were excellent or good. (Table 16)
  - About 74 percent of both 2001-2002 and 2000-2001 respondents rated the availability of faculty as mentors as excellent or good. (Table 16)
  - In both 2001-2002 and 2000-2001, seven out of ten respondents rated their consultations about a thesis, dissertation, research paper, or creative project as excellent or good. (Table 16)
  - At least one-fourth of respondents in both years reported that the quality of teaching was excellent. (Table 16)
  - Seven out of ten respondents rated their career preparation as excellent or good in both years. (Table 16)
  - The quality of courses taken was rated as excellent by 27 percent of respondents in 2001-2002 and 25 percent of respondents in 2000-2001. (Table 16)
  - The academic ability of graduate students was rated as excellent by 25 percent of respondents in 2001-2002 and by 27 percent of respondents in 2000-2001. In both years, about 55 percent rated it as good. (Table 16)
  - At least 22 percent of respondents in both years rated the opportunities for research as excellent. Forty-nine percent in 2001-2002 and 52 percent in 2000-2001 rated them as good. (Table 16)

- Seven out of ten respondents in both years indicated that the quality of library holdings was excellent or good. (Table 16)
- The quality of studio facilities was rated as excellent or good by at least 69 percent of respondents in both years. (Table 16)
- Approximately 61 percent of respondents in both years rated opportunities for teaching as excellent or good. (Table 16)
- In 2001-2002, 10 percent rated the quality of non-computer lab facilities as excellent and 60 percent rated the quality as good. Sixteen percent of respondents in 2000-2001 rated the quality as excellent and 53 percent rated it as good. (Table 16)
- At least 70 percent of respondents rated the quality of computer facilities as excellent or good in both 2001-2002 and 2000-2001. (Table 16)
- Eighteen percent of respondents in 2001-2002 rated advice about their career plans as excellent. In 2000-2001, 16 percent rated it as excellent. (Table 16)

**TABLE 16**  
**Opportunities and Experiences in Respondents' Department**

	<i>N</i>	Excellent	Good	Fair	Poor
		<i>Percentages</i>			
Opportunities for interactions with classmates					
2001-2002	390	43.1	45.9	9.0	2.1
2000-2001	362	45.6	41.2	11.0	2.2
Opportunities for interactions with faculty					
2001-2002	395	43.0	41.3	12.7	3.0
2000-2001	364	45.1	40.4	12.1	2.5
Professional expertise of faculty					
2001-2002	390	42.3	45.1	11.8	0.8
2000-2001	362	40.6	47.0	11.0	1.4

**TABLE 16 (cont'd)**  
**Opportunities and Experiences in Respondents' Department**

		Excellent	Good	Fair	Poor
	<i>N</i>	<i>Percentages</i>			
Interactions with your faculty advisor					
2001-2002	374	38.8	29.7	21.4	10.2
2000-2001	350	32.3	32.9	23.4	11.4
Availability of courses needed for graduation					
2001-2002	394	36.5	40.6	18.8	4.1
2000-2001	363	36.1	44.9	14.6	4.4
Opportunities for experiential learning through internships, practicums, etc.					
2001-2002	312	35.4	36.9	21.0	6.7
2000-2001	264	33.7	37.5	19.7	9.1
Availability of faculty as mentors					
2001-2002	380	33.4	40.5	17.6	8.4
2000-2001	351	37.6	37.0	17.1	8.3
Consultations about thesis/dissertation/research paper/creative project					
2001-2002	285	31.2	40.0	21.4	7.4
2000-2001	256	32.0	37.5	22.7	7.8
Quality of teaching					
2001-2002	390	27.2	52.6	18.2	2.1
2000-2001	359	25.1	59.1	13.4	2.5
Career preparation					
2001-2002	382	27.0	44.0	21.5	7.6
2000-2001	348	23.3	46.8	22.4	7.5
The courses you have taken					
2001-2002	393	26.7	56.5	15.8	1.0
2000-2001	362	24.9	63.5	9.9	1.7

**TABLE 16 (cont'd)**  
**Opportunities and Experiences in Respondents' Department**

		Excellent	Good	Fair	Poor
	<i>N</i>	<i>Percentages</i>			
The academic ability of graduate students					
2001-2002	380	24.7	55.8	16.1	3.4
2000-2001	355	27.3	54.6	16.3	1.7
Opportunities for research					
2001-2002	332	22.3	49.1	22.6	6.0
2000-2001	302	22.8	52.3	18.5	6.3
Quality of library holdings					
2001-2002	350	20.6	48.6	24.3	6.6
2000-2001	324	21.9	50.6	21.3	6.2
Opportunities for teaching					
2001-2002	256	19.5	41.4	29.7	9.4
2000-2001	233	17.6	43.8	23.6	15.0
Quality of computer facilities					
2002-2001	337	18.4	52.8	22.6	6.2
2000-2001	308	22.7	51.9	17.2	8.1
Advice about your career plans					
2001-2002	353	17.6	36.9	29.5	16.0
2000-2001	322	16.1	35.1	33.9	14.9
Quality of studio facilities					
2002-2001	147	16.3	53.1	25.9	4.8
2000-2001	121	19.0	54.5	24.0	2.5
Quality of non-computer laboratory facilities					
2001-2002	259	10.4	59.8	24.7	5.0
2000-2001	234	15.8	52.6	25.6	6.0

## GRADUATE PROGRAM OUTCOMES

*Summary* Respondents were asked about outcomes of their graduate program. Overall, at least 89 percent respondents in both years strongly agreed or agreed they had accomplished all of the program outcomes.

communicate effectively in ways that are appropriate to their discipline. (Table 17)

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- More than 95 percent of respondents in 2001-2002 and 2000-2001 strongly agreed or agreed that as a result of their graduate program, they had extended their knowledge about the discipline. (Table 17)
  - At least 95 percent of respondents in both years strongly agreed or agreed that as a result of their graduate program, they were committed to the professional and ethical standards of their discipline. (Table 17)
  - In both years, more than one half of respondents strongly agreed and another four out of ten agreed that as a result of their graduate program, they were able to
- Approximately 95 percent of 2001-2002 respondents and 97 percent of 2000-2001 respondents strongly agreed or agreed that as a result of their graduate program they could analyze, synthesize, and apply knowledge in their discipline. (Table 17)
  - Nine out of ten respondents in both years strongly agreed or agreed that as a result of their graduate program, they understood research and scholarship. (Table 17)
  - In both years, about 90 percent of respondents strongly agreed or agreed that as a result of their graduate program, they could engage in research and scholarship in their discipline. (Table 17)

**TABLE 17**  
**Graduate Program Outcomes**

As a result of my graduate program, I...	<i>N</i>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		<i>Percentages</i>				
have extended my knowledge about the discipline.						
2001-2002	396	60.6	36.4	2.3	0.8	0.0
2000-2001	365	55.6	40.8	2.7	0.5	0.3

**TABLE 17 (cont'd)**  
**Graduate Program Outcomes**

<b>As a result of my graduate program, I...</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
	<i>N</i>	<i>Percentages</i>				
am committed to the professional and ethical standards of my discipline.						
2001-2002	394	57.9	38.1	3.8	0.3	0.0
2000-2001	363	56.5	38.3	3.9	1.1	0.3
am able to communicate effectively in ways that are appropriate to my discipline.						
2001-2002	395	52.4	42.8	4.1	0.8	0.0
2000-2001	364	53.8	41.2	4.7	0.3	0.0
can analyze, synthesize, and apply knowledge in my discipline.						
2001-2002	395	47.6	47.6	3.8	1.0	0.0
2000-2001	365	49.9	47.1	3.0	0.0	0.0
understand research/scholarship in my discipline.						
2001-2002	394	37.1	52.3	7.9	1.5	1.3
2000-2001	365	41.6	48.5	8.8	0.8	0.3
can engage in research or creative projects in my discipline.						
2001-2002	393	36.6	53.4	8.1	1.0	0.8
2000-2001	365	41.6	47.9	8.8	1.4	0.3

## COMPARISON OF ENROLLMENT GROUPS FOR 2001-2002

*Summary* Respondents in 2001-2002 were divided into three enrollment groups: full-time students with assistantships (teaching, research, or other), full-time students without assistantships, and part-time students. Numerous differences were found between the groups with respect to their demographic characteristics, employment, reasons for choosing Ball State, and use of Ball State services.

- Forty-eight percent of respondents were enrolled full-time and had assistantships. About 18 percent were enrolled full-time but did not have assistantships. Thirty-four percent were enrolled part-time. (Table 18)
- At least 32 percent of full-time respondents, including both those with assistantships and those without assistantships, were between the ages of 21 and 25. In significant contrast, only six percent of part-time respondents were between the ages of 21 and 25. (Table 19)
- One-hundred percent of part-time respondents were U.S. citizens. In significant contrast, 86 percent of full-time students with an assistantship and 89 percent of full-time students without

an assistantship indicated they were U.S. citizens. (Table 19)

- Full-time Master’s respondents with assistantships were significantly more likely than other respondents to indicate they had used a thesis to complete their research requirement. Part-time respondents were significantly more likely than full-time respondents to report they had used a research paper. (Table 19)
- Approximately 28 percent of full-time respondents with assistantships indicated that they had a previous degree from Ball State. In significant contrast, 47 percent of full-time respondents without assistantships and 46 percent of part-time respondents reported they had received a previous degree from Ball State. (Table 19)
- Full-time respondents were significantly more likely than part-time respondents to indicate that they lived in Muncie during their graduate studies at Ball State (81% of full-time students with assistantships and 58% of full-time students without assistantships compared to 14% of part-time students). (Table 19)

**TABLE 18**  
**Enrollment Groups**

	<i>N</i>	<i>Percentages</i>
Full-time with an assistantship	189	48.3
Full-time without an assistantship	71	18.2
Part-time	131	33.5

**TABLE 19**  
**Significant Differences in Demographics**  
**by Enrollment Group**

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
<b>Age *</b>			
21-25 years old	57.1	32.8	6.1
26-30 years old	25.5	29.9	26.0
31-35 years old	5.4	10.4	19.1
36-40 years old	4.3	9.0	16.0
41-45 years old	3.3	10.4	11.5
46-50 years old	2.2	3.0	10.7
51 years old and older	2.2	4.5	10.7
<b>Citizenship *</b>			
U.S. citizen	86.0	88.7	100.0
Not U.S. citizen	14.0	11.3	0.0
<b>Method Used to Complete Research Requirement *</b>			
Thesis	25.2	12.5	6.3
Creative Project	15.1	10.4	8.4
Research Paper	15.8	20.8	29.5
Research Class	43.9	56.3	55.8
<b>Previous Degree from Ball State *</b>			
Yes	28.0	46.5	45.7
No	72.0	53.5	54.3
<b>Residence *</b>			
In Muncie	81.2	57.7	13.7
Outside of Muncie	18.8	42.3	86.3

\* Statistically significant differences exist between enrollment group percentages on this item. ( $p \leq .05$ ).

- Ninety-seven percent of the part-time respondents reported that they were employed while enrolled in graduate school. In significant contrast, only 41 percent of full-time respondents with assistantships and 75 percent of full-time respondents without assistantships indicated they were employed. (Table 20)
- Of those who were employed, 16 percent of full-time respondents with assistantships, 42 percent of full-time respondents without assistantships, and 91 percent of part-time respondents reported they were employed full-time in off campus jobs. This difference was statistically significant. (Table 20)

- About 70 percent of employed full-time respondents with assistantships, 53 percent of employed full-time respondents without assistantships, and six percent of employed part-time respondents reported they were employed part-time in off campus jobs. This difference was statistically significant. (Table 20)
- Of those who were employed, 18 percent of full-time respondents with assistantships, 11 percent of full-time respondents without assistantships, and less than one percent of part-time respondents reported they were employed part-time in on campus jobs. This difference was statistically significant. (Table 20)
- Full-time respondents without an assistantship were significantly more likely to report they had received a Ball State fellowship (13% full-time respondents without an assistantship, compared to 3% full-time with assistantship and 0% of part-time respondents). (Table 21)
- Of those with funding, 50 percent of full-time respondents without assistantships indicated they received GSL/SLS loans. This percentage was significantly higher than the percentages of other enrollment groups. (Table 21)
- Compared to full-time respondents receiving funding, a significantly higher percentage of part-time respondents receiving funding indicated that they were funded by an employer (64% of part-time students compared to 5% of full-time students with assistantships and 21% of full-time students without assistantships). (Table 21)
- As might be expected, part-time respondents were significantly more likely than full-time respondents to have begun taking classes before fall 2000 (88% of part-time students compared to 33% of full-time students with an assistantship and 44% of full-time students without). (Table 22)

**TABLE 20**  
**Employment by Enrollment Group**

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
<b>Employed *</b>			
Yes	40.9	74.6	96.9
No	59.1	25.4	3.1
<b>Of those employed, type of employment **</b>			
Full-time Off Campus *	15.6	41.5	90.6
Part-time Off Campus *	70.1	52.8	6.3
Full-time On Campus	6.5	1.9	3.1
Part-time On Campus *	18.2	11.3	0.8

\* Statistically significant differences exist between enrollment group percentages on this item. (p≤ .05).

\*\* Respondents were asked to mark all that apply.

**TABLE 21**  
**Financial Assistance by Enrollment Group**

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
<b>Funding *</b>			
Yes	100.0	67.6	44.3
No	0.0	32.4	55.7
<b>Of those funded, type of funding **</b>			
Teaching Assistantship *	26.1	0.0	1.7
Research Assistantship *	20.7	0.0	3.4
Other Assistantship *	69.1	0.0	5.2
Scholarship from Ball State	4.8	10.4	1.7
Grant from Ball State	3.2	2.1	3.4
Fellowship from Ball State*	2.7	12.5	0.0
GSL/SLS loan *	26.1	50.0	13.8
Funding from employer *	5.3	20.8	63.8
Other	10.6	16.7	19.0

\* Statistically significant differences exist between enrollment group percentages on this item ( $p \leq .05$ ).

\*\* Respondents were asked to mark all that apply.

**TABLE 22**  
**Year When Started Taking Classes by Enrollment Group**

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
<b>When did you first start taking courses at Ball State for this degree? *</b>			
Before Fall 2000	33.7	44.1	88.2
2000-2001	46.7	45.6	11.8
2001-2002	19.6	10.3	0.0

\* Statistically significant differences exist between enrollment group percentages on this item ( $p \leq .05$ ).

- More than 90 percent of full-time respondents took classes on campus in Muncie. This was significantly higher than the 79 percent of part-time respondents who took classes on campus. (Table 23)
- Part-time respondents were significantly more likely than full-time respondents to indicate that they had taken classes either via TV at an off-campus site, or with an instructor at an off-campus site. (Table 23)

- Ten percent of full-time respondents with assistantships, seven percent of full-time respondents without assistantships, and 37 percent of part-time respondents reported they had taken classes via the internet. This difference was statistically significant. (Table 23)
- Respondents who went part-time were significantly more likely than full-time respondents to indicate that they took the majority of their classes either via television or via the internet. (Table 23)
- Part-time respondents were significantly less likely than full-time respondents to indicate they had taken the majority of their classes on campus in Muncie. (Table 23)

**TABLE 23**  
**Locations of Classes by Enrollment Group**

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
<b>Where did you take your classes? *</b>			
On campus in Muncie **	99.5	93.0	79.4
Via the internet **	9.5	7.0	36.6
Via TV at an off-campus site **	4.8	7.0	45.0
With instructor at an off-campus site **	3.2	9.9	26.7
<b>Where did you take the majority of your classes? **</b>			
On campus in Muncie	100.0	95.7	59.3
Via the internet	0.0	1.4	11.4
Via TV at an off-campus site	0.0	0.0	21.1
With an instructor at an off-campus site	0.0	2.9	8.1

\* Respondents were asked to mark all that apply.

\*\* Statistically significant differences exist between enrollment group percentages on this item ( $p \leq .05$ ).

- Full-time respondents with assistantships were significantly less likely than other respondents to indicate they would recommend Ball State to someone considering their major (78% of full-time students with assistantships compared to 88% of full-time students without assistantships and 91% of part-time students).
- When asked about their plans for next year, part-time respondents were significantly more likely than full-time respondents to indicate their plans included returning to or continuing a prior job. Full-time respondents were most likely to indicate their plans included starting a new job. These differences were statistically significant. (Table 24)

- Full-time respondents without an assistantship and part-time respondents were significantly more likely than full-time respondents with an assistantship to indicate that attending Ball State as an undergraduate was an important factor in choosing to attend Ball State as a graduate student. (Table 25)
- Seventy-seven percent of full-time respondents with assistantships reported that receiving an assistantship was a very important reason for choosing Ball State. (Table 25)
- Full-time respondents with assistantships were significantly more likely than full-time respondents without assistantships and part-time respondents to indicate that being personally recruited was a very important reason for attending Ball State. (Table 25)
- Full-time respondents with assistantships were significantly less likely than other respondents to indicate that location was a very important reason for choosing Ball State (30% of full-time students with assistantships compared to 50% of full-time students without assistantships and 67% of part-time students). (Table 25)
- Part-time respondents were significantly more likely than full-time respondents to report that a very important reason for choosing Ball State was the availability of distance education (53% of part-time students compared to 6% of full-time students with assistantships and 10% of full-time students without assistantships). (Table 25)
- Thirty-one percent of part-time respondents reported that technology resources were a very important reason for choosing Ball State. This percentage was significantly higher than the percentages of other enrollment groups. (Table 25)
- The majority of full-time respondents with assistantships had applied to at least one other school besides Ball State. In significant contrast, 60 percent of full-time respondents without an assistantship and 89 percent of part-time respondents did not apply to other schools. (Table 26)

**TABLE 24**  
**Plans for Next Year by Enrollment Group**

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
<b>What are your plans for next year? *</b>			
Return to/continue prior job **	11.1	16.9	72.5
Start a new job **	75.1	63.4	26.7
Continue graduate study	14.8	19.7	9.2
Other	4.2	12.7	8.4

\* Respondents were asked to mark all that apply.

\*\* Statistically significant differences exist between enrollment group percentages on this item ( $p \leq .05$ ).

**TABLE 25**  
**Significant Differences in Reasons for Choosing to Enroll in Graduate Studies At Ball State**  
**by Enrollment Group**

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
<b>I chose to enroll in graduate studies at Ball State because...</b>		<i>Percentages</i>	
<b>I attended Ball State as an undergraduate student *</b>			
Very important	14.4	25.9	25.2
Somewhat important	11.3	27.6	19.1
Not important	74.4	46.6	55.7
<b>I received an assistantship *</b>			
Very important	76.5	6.3	4.5
Somewhat important	15.8	4.8	4.5
Not important	7.7	88.9	91.1
<b>I was personally recruited *</b>			
Very important	20.0	6.3	5.4
Somewhat important	19.4	21.9	13.5
Not important	60.6	71.9	81.1
<b>of location *</b>			
Very important	30.2	50.0	67.2
Somewhat important	31.9	30.9	21.6
Not important	37.9	19.1	11.2
<b>of the availability of distance education *</b>			
Very important	6.3	10.4	53.2
Somewhat important	9.1	20.9	12.1
Not important	84.6	68.7	34.7
<b>of the technology resources *</b>			
Very important	15.9	25.0	30.9
Somewhat important	42.6	25.0	26.0
Not important	41.5	50.0	43.1

\* Statistically significant differences exist between enrollment group percentages on this item ( $p \leq .05$ ).

**TABLE 26**  
**Other University Applications by Enrollment Group**

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
<b>To how many universities did you apply besides Ball State? *</b>			
0	44.9	60.3	89.2
1-3 other schools	33.0	30.9	8.5
4 or more other schools	22.2	8.8	2.3

\* Statistically significant differences exist between enrollment group percentages on this item ( $p \leq .05$ ).

- Full-time respondents with assistantships were significantly more likely than other respondents to report that they had used the Bursar's office. Of those who used the Bursar's office, full-time respondents with assistantships were also significantly less likely to report they were satisfied with the service. (Table 27)
- Part-time respondents were significantly less likely than full-time respondents to report that they had used the Career Center or Counseling and Psychological Services. (Table 27)
- Full-time respondents, both those with assistantships and those without assistantships, were significantly more likely than part-time respondents to indicate that they had used library services. Of those who used library services, part-time respondents were significantly more likely than full-time respondents to report they were satisfied with the services. (Table 27)
- Part-time respondents were significantly less likely than full-time respondents to report that they had used the Office of Academic Research. (Table 27)
- Approximately 76 percent of full-time respondents with assistantships and 51 percent of full-time respondents without assistantships indicated that they had used recreational facilities. In significant contrast, only 16 percent of part-time respondents reported the same. (Table 27)
- Full-time respondents were significantly more likely than part-time respondents to report that they had used University Computing Services. Of those who had used University Computer Services, full-time respondents with assistantships were significantly less likely than other respondents to indicate that they were satisfied with the services. (Table 27)
- Full-time respondents without assistantships were significantly more likely than full-time respondents with assistantships and part-time respondents to rate the courses they have taken and the academic ability of graduate students as excellent or good. (Table 28)
- Part-time respondents were significantly more likely than full-time respondents with and without assistantships to rate the quality of studio facilities and library holdings as excellent or good. (Table 28)

- Full-time respondents with an assistantship were significantly less likely than respondents in the other groups to indicate the quality of the computer services were excellent or good. (Table 28)

**TABLE 27**  
**Significant Differences in Use and Satisfaction with Ball State Services**  
**by Enrollment Group**

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
<b>Bursar's Office</b>			
Used the service *	98.9	93.0	93.9
Were satisfied *	68.8	77.3	86.2
<b>Career Center</b>			
Used the service *	44.4	45.1	19.1
Were satisfied	57.8	62.5	72.0
<b>Counseling and Psychological Services</b>			
Used the service *	21.9	18.3	10.7
Were satisfied	70.7	69.2	42.9
<b>Library Services</b>			
Used the service *	98.9	97.2	77.1
Were satisfied *	79.6	79.7	95.0
<b>Office of Academic Research (Grant Support)</b>			
Used the service *	29.4	22.5	11.5
Were satisfied	58.2	62.5	60.0
<b>Recreational Facilities</b>			
Used the service *	75.5	51.4	16.0
Were satisfied	88.7	86.1	85.7
<b>University Computer Services</b>			
Used the service *	83.0	83.1	55.7
Were satisfied *	71.2	81.4	87.7

Note: Satisfaction percentages are among those who used the service.

\* Statistically significant differences exist between 2001-2002 and 2000-2001 percentages on this item ( $p \leq .05$ ).

**TABLE 28**  
**Significant Differences in Opportunities and Experiences in Respondents' Departments**  
**by Enrollment Group**

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages rating this excellent or good</i>		
The courses you have taken*	81.3	93.0	80.0
The academic ability of graduate students *	75.8	91.4	80.7
Quality of studio facilities*	62.9	55.2	85.5
Quality of computer facilities*	62.4	83.1	81.1
Quality of library holdings *	60.6	64.2	88.0

\* Statistically significant differences exist between enrollment group percentages on this item ( $p \leq .05$ ).

## SUMMARY AND CONCLUSIONS

Overall, respondents to the 2001-2002 and 2000-2001 Graduate Student Exit Surveys had positive opinions about the University, their department, and their experiences. In both years, at least 95 percent reported that their general attitude toward Ball State was very positive or positive. In both years, more than eight out of ten would recommend Ball State to someone who wanted to major in their field.

About nine out of ten respondents in 2001-2002 and 2000-2001 rated their academic experiences as excellent or good. In both years, more than eight out of ten rated the quality of their graduate education as either excellent or good.

The majority of respondents, in both years, indicated they were satisfied with the University services they had used. Specifically, at least 78 percent of those who had used the registration procedure were satisfied. Of those who used the Bursar's Office, 76 percent in 2001-2002 and 73 percent in 2000-2001 were satisfied. In both years, more than least eight out of ten of those who had used the university web site were satisfied. At least 83 percent of respondents who had used the Office of Graduate Admissions or the Graduation Office were satisfied. In 2001-2002, respondents were more likely than respondents in 2000-2001 to indicate they had used the Graduate School web site.

The majority of respondents in both years rated department opportunities and experiences as excellent or good. Opportunities for interactions with classmate and opportunities for interactions with faculty were rated as either excellent or good by at least 84 percent of respondents in both years. At least 87 percent of respondents in both years indicated that the professional expertise of faculty was excellent or good.

At least 94 percent of respondents in both years strongly agreed or agreed that as a result of their graduate program they had accomplished various program outcomes including: extending their knowledge about their discipline; being committed to the professional and ethical standards of their discipline; being able to communicate effectively in ways appropriate for their discipline; and being able to analyze, synthesize, and apply knowledge in their discipline.

In 2001-2002, full-time respondents with assistantships, full-time respondents without assistantships, and part-time respondents were significantly different in a number of demographic characteristics including age, citizenship, residence, employment, and year when they started taking classes. Full-time respondents were less likely than part-time respondents to report that they took classes at either off-campus locations, via television, or via the internet. Part-time respondents were less likely than full-time respondents to indicate that they had used numerous Ball State services including Career Center, Counseling and Psychological Services, library services, the Office of Academic Research, recreational facilities, and computing services.